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STATE ANNUAL EVALUATION REPORT FOR FISCAL YEAR 1967, TITLE I, ESEA.

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WYOMING STATE DEPT. OF EDUCATION, CHEYENNE

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COMPENSATORY EDUCATION PROJECTS IN WYOMING FUNDED UNDER TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT ARE EVALUATED IN THIS REPORT. EIGHTY-FIVE PERCENT OF THE PROJECTS HAD DEVELOPMENTAL READING ACTIVITIES, AND SOME OFFERED INSERVICE TEACHER TRAINING, PERSONNEL TRAINING TO DIAGNOSE LEARNING DIFFICULTIES, VOCATIONAL EDUCATION, AND IMPROVED HEALTH SERVICES. OTHER FEATURES OF THE PROJECTS WERE NONPUBLIC SCHOOL PARTICIPATION, PROGRAMS FOR HANDICAPPED CHILDREN, INNOVATIVE PROGRAMS, AND COORDINATION WITH OTHER FEDERAL AGENCIES. PART OF THIS REPORT IS AN OUTLINE OF THE OBJECTIVES, COSTS, NUMBER OF PARTICIPATING STUDENTS, STAFF, AND EVALUATION PLANS OR RESULTS OF SOME OF THE INNOVATIVE PROGRAMS. DATA ON THE AVERAGE DAILY ATTENDANCE IN THE PROJECTS, DROPOUT RATES, NUMBER OF HIGH SCHOOL STUDENTS IN THE PROJECTS WHO CONTINUED THEIR EDUCATION, AND STANDARDIZED TEST RESULTS ARE GIVEN IN A NUMBER OF TABLES. SOME OF THE OPERATING PROBLEMS OF THE PROJECTS WERE CAUSED BY THE LATE APPROPRIATION OF FUNDS AND BY THE ANTICIPATION OF FUNDS WHICH WERE NOT MADE AVAILABLE. (LB)

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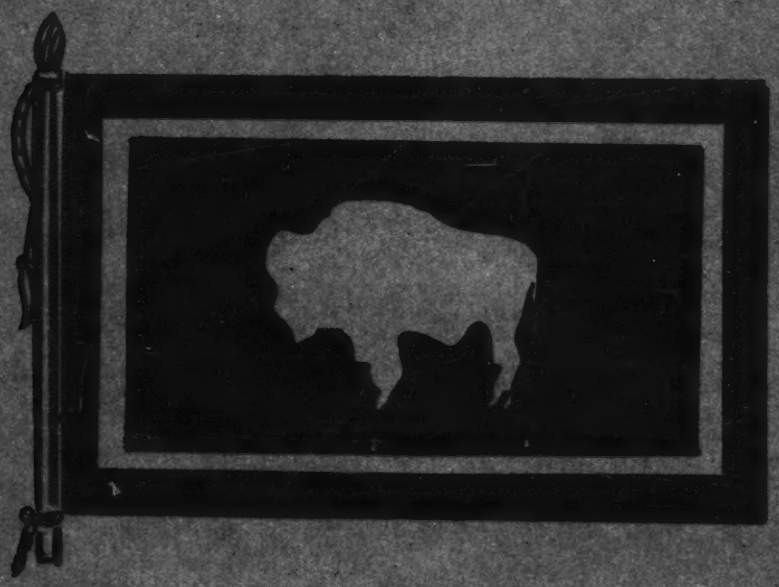
Title I In Wyoming



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WYOMING

STATE DEPARTMENT OF EDUCATION

HARRY ROBERTS, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

STATE ANNUAL EVALUATION REPORT

for

FISCAL YEAR 1967

UD 005 124

Submitted by
Glenn R. Reynick
Evaluation Specialist

TITLE I, ESEA

ATTACHMENT 1

STATE SUMMARY

of

TITLE I, ESEA

for

FISCAL YEAR 1967

1. MAJOR ACHIEVEMENTS

A. Initiation of Developmental Reading Classes:

Seven (7) schools which did not accept Title I funds in 1966 started Title I projects this year in developmental reading. These projects also offered such services as library, field trips, developmental mathematics, inservice teacher training, teacher aides, health, both dental and physical.

B. Initiation of Kindergarten:

(a) A new kindergarten project was started for twenty-one (21) pupils which prepared them for first grade.

2. A. SEA Service to LEA's:

1. Project Development

(a) Statewide Administrators' Workshop
(b) SEA staff consulted LEA staff
    1. By telephone
    2. By personal visits to LEA

2. Project Implementation

(a) Same as project development above
(b) Inservice training workshop for teachers

3. Project Evaluation

(a) Same as project development and project implementation above

4. Information Dissemination

(a) Same as project development and project implementation above
(b) Publication of summary of projects
(c) Newspaper articles, some of which are enclosed
(d) Bulletins --THE WYOMING EDUCATOR

B. Five Most Pressing Educational Needs:

1. Developmental Reading

Eighty-five percent (85%) of Title I projects for 1967 involved reading. Standardized reading tests indicated the majority of the children to be below grade level in reading. Records reveal that when a child is below level in reading he is usually below level in all other subjects.

2. Inservice Training for Teachers

Most Title I projects involve individualized instruction. For greater effectiveness in this type of instruction more and better techniques are needed in the classroom.

3. Diagnosis of Learning Difficulty

In small school systems the lack of trained personnel to diagnose the learning difficulty has been a problem indicated to the SEA. When Title VI of ESEA is in operation this problem will be greatly reduced along with more qualified counselors.

4. Vocational Technical Education

Most high schools in Wyoming are centering their curriculum around the college bound student. Since many students are not graduating from a four year college this leaves numerous young people without a salable skill, after high school or one year of college.

5. Better Health Services

Wyoming is a sparsely populated State. (Example: 97,411 square miles; 330,066 population; average 3.3 people per square mile). Because of this many LEA's live twenty to fifty miles from a medical doctor. More qualified nurses are needed for these types of schools, along with better health fitness programs.

C. <u>Five Most Prevalent Project Objectives</u>:

1. To improve classroom performance in reading beyond usual expectations

The most successful approaches:

(a) Individual attention
(b) Versatility of methods
(c) High interest, low vocabulary materials
(d) Experience of success

2. To improve children's verbal functioning

Same as No. 1

3. To change (in a positive direction) their attitude toward school and education

Same as No. 1

4. To improve performance as measured by standardized achievement tests

Same as No. 1

5. To improve the children's self image

Same as No. 1

D. Title I Activities and those of other Federal Programs:

1. Other Titles of ESEA

(a) Title II ---- All types of instructional materials purchased were exchanged and utilized by Title I teachers to strengthen Title I projects.

(b) Title III ---- All exemplary and innovative projects under this Title involved Title I children through such projects as diagnostic centers, museums, planetariums, mobile history laboratories and fine art centers.

(c) Title IV ---- Some schools with Title I projects are also involved in projects conducted by "The Rocky Mountain Educational Laboratory." Some of the same children are participating in both programs.

(d) Title V ----- Funds are used to employ

1 Testing specialist
1 Auditor
1 Machine operator
2 Secretaries

The auditor assists in auditing all Title I projects. The testing specialist aids local districts in establishing evaluation data and types of tests to be used.

2. U.S. Department of Agriculture Food Programs

(a) The national food lunch program is located in many Title I schools. The cost of free lunches for children unable to pay was taken from some Title I allotments.

In one Title I school a breakfast program was conducted from April 14 through May 31, 1967.

3. Community Action Agency

(a) Only twenty-nine (29) schools with Title I allotments have Community Action Agencies organized in their areas. Very close cooperation and coordination have been maintained between Title I and Community Action Agencies. Form OE 4305-2 (6-66) was completed by all officers of Community Action Agencies. In some areas Title I and Headstart are held at the same time in the same building.

The amount of $708,530 was allotted for Title I LEA's located within approved Community Action Programs.

4. Neighborhood Youth Corps

(a) Many Youth Corps children come from low income families. These children and/or their younger brothers and sisters participated in Title I projects. There was no co-mingling of funds between Title I and the Neighborhood Youth Corps.

5. Job Corps

(a) There is one Job Corps located in the State of Wyoming, employing two hundred five (205). There was no co-mingling of funds between Title I and the Job Corps.

6. Welfare Administration Program

(a) Aid to dependent children provides a budget for school expense. This makes it possible for many children to remain in school, and they are usually involved in Title I projects.

7. Medical Aid to Indigenous Families
(Social Security Act, Title IX)

This program was started in Wyoming on July 1, 1967. There has been no co-mingling of funds between Title I and Medical Aid.

E. Staff Development and Utilization:

1. State Education Association

(a) Instructions, Program Information and Program Guides issued by the U.S. Office of Education were used by the Director of Title I for program planning and completion of application forms. These proved very helpful.

(b) On June 6,7,8, 1967 Title I conducted an inservice training workshop for teachers of developmental reading. The following staff members from the State Department of Education participated:

Assistant State Superintendent
Chief of Instructional Services
Director of Federal Programming
Director of Rural Education & Migrant Children
Reading Specialist
Testing Specialist
Evaluation Specialist, Title I

(c) The reading specialist was helpful in advising the LEA's regarding the purchase of materials for reading programs. The testing specialist assisted in developing and updating testing programs for the evaluation of Title I projects.

(d) Enclosed find routing and check sheets used by staff for the approval of Title I projects.

2. Local Education Association

(a) Through meetings with teachers LEA's mainly developed and utilized staff according to their grestest needs.

(b) LEA's held consultations with SEA on program planning and evaluation.

(c) Two Universities assisted two LEA's with evaluation.

(d) Nine (9) Title I schools held inservice training for their staff.

(e) Substitute teachers were moved into systems full time in order to fill teacher vacancies.

F. Involvement of Non-public School Children:

1. Non-public Schools

(a) There are nineteen (19) non-public schools in the State of Wyoming, one of which is a high school. Ten (10) of the nineteen (19) schools are involved in Title I.

2. Effective Activities

(a) The SEA invited public and non-public school administrators to a statewide meeting which involved Title I planning and evaluation.

(b) The LEA held meetings with administrators and teachers of non-public schools for the purpose of planning and evaluation of Title I projects.

3. Description of Non-public Projects

(a) The most commonly funded project involved developmental reading during the regular school day on non-public school grounds.

(b) An innovative project for a non-public school provided grades 1 through 5 with the following services:

1. Equipment: Tape recorder, overhead projector and listening center

2. Staff inservice workshop on use of Title I equipment

3. Teacher's aide

4. School Social Worker

5. Library books purchased with Title II funds

6. Special provisions for children with learning difficulties

7. For close cooperation in planning and evaluation, meetings were scheduled between directors of public and non-public schools during and after the project

G. Programs Designed for Handicapped Children:

1. SEA Encouragement to LEA's

(a) Statewide workshops for administrators and developmental reading teachers

(b) Publication of a summary of projects

(c) The use of State Director of Handicapped and other specialists

2. Five Most Effective Activities Designed by LEA's for Deprived, Handicapped Children

(a) Special education room for mentally handicapped junior high pupils; a self-contained and ungraded classroom for fifteen (15) children using the kinesthetic method. Subjects included grooming, health, practical arithmetic, socialization, home economics and workshop. There was participation with other junior high students whenever possible.

(b) Special Education for Emotionally Handicapped
From the most severely disturbed selected by a county counseling service, director of elementary guidance and elementary school coordinator, twenty (20) were placed in a special classroom. The committee, in selecting children, matched the needs of the children and the abilities of the teachers. A teacher with background in psychology and counseling was chosen for this project.

(c) Wyoming Mental Health and/or Counseling Centers
Children under Title I were referred to mental health centers. Title I schools could receive the following services from six (6) of these centers:

1. Diagnostic services
2. Treatment Service
3. Program development and research
4. Consultation and training

(d) Educational Diagnostic and Planning Center - Title III

Children under Title I with brain damage, personality behavior problems, etc., who needed supplemental help were referred to a diagnostic center. After diagnosis a special program was developed which centered around the needs of the children.

(e) Special Classes for Brain Damaged and Partially Sighted

Ten (10) pupils diagnosed as suffering from brain damage and three (3) partially sighted were taught developmental reading by special education teachers in two separate projects.

Note: Most severely handicapped children are sent to our State supported schools. These activities are not classified according to effectiveness.

3. 3. Major Problems

(a) Major Problems Resolved

Reallocation of available funds was most helpful to all local educational agencies. It allowed many projects to continue until completion.

(b) Major Problems not Satisfactorily Resolved

1. Late appropriation of funds by Congress. Appropriation of funds was exactly one year late for superintendents to plan their budgets for FY 67.

2. Impossible to employ and maintain staff. Many teachers are hesitant to sign Title I contracts without assurance of a full year's employment.

3. Anticipation of funds not available. This caused many objectives to fall below expectations.

4. Many summer projects were discontinued, resulting in decreased benefits for children under Title I.

5. Some projects were continued through local funding, causing resentment in the community toward federal aid.

Note: When methods can be employed and steps taken to resolve some of the above problems the effectiveness of Title I will be greatly increased. However, Title I is serving a splendid purpose in our State and is generally well accepted.

ATTACHMENT 2

STATE SUMMARY

of

TITLE I, ESEA

for

FISCAL YEAR 1967

AVERAGE DAILY ATTENDANCE AND AVERAGE DAILY MEMBERSHIP RATES FOR TITLE I PROJECT SCHOOLS COMPARED WITH ALL OTHER PUBLIC SCHOOLS

Not available by grade level — Not available by grade level

GRADE	1964 - 1965						1965 - 1966						1966 - 1967						
	Title I Schools				All Other Public Schools		Title I Schools				All Other Public Schools		Title I Schools				Other Public Schools		
	ALL		1/3 or More Participants[1]/				ALL		1/3 or More Participants[1]/						1/3 or More Participants[1]/				
	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	ADA	ADM	*	ADM	ADA	ADM	*
12th													153.3	161.3	20		17.4	18.7	16
11th													166.3	174.9	20		16.9	17.8	16
10th													177.5	190.8	20		19.7	20.4	16
9th													194.9	203.9	20		22.1	22.9	16
8th													154.7	160.3	26		16.9	17.4	16
7th													153.7	159.6	27		20.3	21.1	16
6th													193.7	201.8	31		16.7	17.7	16
5th													188.9	204.1	31		19.0	19.7	16
4th													203.6	205.8	31		18.5	19.3	16
3rd													193.3	201.8	31		18.9	19.5	16
2nd													194.9	237.0	31		19.9	20.8	16
1st													216.4	227.8	31		18.6	19.5	16
Pre-Kind																			
Kind.													172.2	218.7	17		23.2	24.0	5
Ungraded																			
Total public school enrollment													78,858				10,047		

[1]/ Those Schools in which 1/3 or more of the student enrollment participated in Title I programs.

* Indicates number of schools. Information was not available from every school by grade. Therefore, only part of total public school enrollment is reported.

DROPOUT RATES FOR TITLE I PROJECT SCHOOLS COMPARED WITH ALL OTHER PUBLIC SCHOOLS IN THE STATE

Not available Not available

GRADE	1963 - 1964			1964 - 1965			1965 - 1966			1966 - 1967		
	Title I Schools		All Other Public Schools	Title I Schools		All Other Public Schools	Title I Schools		All Other Public Schools	Title I Schools		All Other Public Schools
	ALL	1/3 or More Participants[1]/		ALL	1/3 or More Participants[1]/		ALL	1/3 or More Participants[1]/		ALL	1/3 or More Participants[1]/	
12							212		35	228		16
11							242		23	266		11
10							226		20	240		18
9							151		18	166		4
8							20		8	12		2
7							6		4	5		0
(Lower grade levels, if appropriate)												
* No. of Schools							50		140	57		114
Total No. of Students							(30,061)		8,436	(35,514)		3,214
No. of Dropouts							857		108	917		51
Percentage							2.85%		1.28%	2.57%		1.59%

1/ Those Schools in which 1/3 or more of the student enrollment participated in Title I programs.

* Indicates school districts

GRADUATES FROM TITLE I PROJECT HIGH SCHOOLS
CONTINUING EDUCATION BEYOND HIGH SCHOOL COMPARED WITH STATE NORM

	1963–1964			1964–1965			1965–1966			1966–1967		
	Title I Schools		All Other Public Schools	Title I Schools		All Other Public Schools	Title I Schools		All Other Public Schools	Title I Schools		All Other Public Schools
	All	1/3 or More Participants 1/		All	1/3 or More Participants 1/		All	1/3 or More Participants 1/		All	1/3 or More Participants 1/	
Total Number of Graduates	3697		628	4,592		678	4,736		771	4,593		567
Number of Schools	42		35	42		35	42		35	47		29
Mean Size Of Graduating Class	88.02		17.97	109.33		19.37	112.76		22.05	96.06		19.55
Number Of Graduates Continuing Education 2/	Not Avail.		Not Avail.	Not Avail.		Not Avail.	Not Avail.		Not Avail.	3,629		239

1/ Those schools in which 1/3 or more of the student enrollment participated in Title I programs.

2/ A student is considered to continue his education if he enters one of the following, on either a full or part-time basis: Post-Graduate High School Course, Junior College, College or University, Vocational, Commercial or Technical Institute, or Nursing School.

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67

STUDENTS TAKING BOTH PRE AND POST-TESTS

GRADE ONE

NAME OF TEST AND EACH SUBSECTION	MONTH & YEAR ADMINISTERED	FORM	NUMBER OF STUDENTS 1/	RAW SCORE MEAN 2/ *	RAW SCORE STD. DEVIATION 2/	NUMBER OF STUDENTS SCORING, ACCORDING TO NATIONAL NORM: 25TH PERCENTILE AND BELOW	26TH TO 50TH PERCENTILE	51ST TO 75TH PERCENTILE	76TH PERCENTILE AND ABOVE
PRE-TEST SCORE RESULTS									
Metropolitan Achievement Reading	Fall 1966	A	32	1.2		10			
POST-TEST SCORE RESULTS									
Metropolitan Achievement Reading	Spring 1967	C	32	1.9		7			

1/ INCLUDE HERE ONLY STUDENTS, WITHIN THE GROUP, WHO CONTINUED THROUGH THE PROJECT AND WERE PRESENT TO TAKE BOTH PRE- AND POST-TESTS. THE NUMBER OF STUDENTS WHO TOOK THE PRE-TEST ON THIS CHART WILL BE THE SAME AS THE NUMBER WHO TOOK THE POST-TEST.

2/ IF NOT RAW SCORE, INDICATE TYPE SCORE REPORTED FOR EACH TEST.

* Grade Equivalent

INSTRUCTIONS

1. REPORT DATA ON ONLY THE MOST WIDELY USED TESTS IN THE STATE. IF POSSIBLE RESTRICT REPORTING TO JUST ONE TEST. (IF A SINGLE TEST WOULD NOT PROVIDE SUFFICIENTLY REPRESENTATIVE DATA, INCLUDE A SECOND, BUT IN NO CASE REPORT ON MORE THAN THREE DIFFERENT TESTS.)
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3. SUBMIT A SEPARATE SHEET FOR EACH GRADE OR GRADE LEVEL.

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67

STUDENTS TAKING BOTH PRE AND POST-TESTS

GRADE TWO

NAME OF TEST AND EACH SUBSECTION	MONTH & YEAR ADMINISTERED	FORM	NUMBER OF STUDENTS 1/	RAW SCORE MEAN 2/*	RAW SCORE STD. DEVIATION 2/	NUMBER OF STUDENTS SCORING, ACCORDING TO NATIONAL NORM			
						25TH PERCENTILE AND BELOW	26TH TO 50TH PERCENTILE	51ST TO 75TH PERCENTILE	76TH PERCENTILE AND ABOVE
PRE-TEST SCORE RESULTS									
Metropolitan Achievement Reading	Fall 1966	A	50	2.1		9			
POST-TEST SCORE RESULTS									
Metropolitan Achievement Reading	Spring 1967	C	50	2.8		16			

1/ INCLUDE HERE ONLY STUDENTS, WITHIN THE GROUP, WHO CONTINUED THROUGH THE PROJECT AND WERE PRESENT TO TAKE BOTH PRE- AND POST-TESTS. THE NUMBER OF STUDENTS WHO TOOK THE PRE-TEST ON THIS CHART WILL BE THE SAME AS THE NUMBER WHO TOOK THE POST-TEST.

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STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67

STUDENTS TAKING BOTH PRE AND POST-TESTS

GRADE THREE

NAME OF TEST AND EACH SUBSECTION	MONTH & YEAR ADMINISTERED	FORM	NUMBER OF STUDENTS 1/	RAW SCORE MEAN 2/ *	RAW SCORE STD. DEVIATION 2/	NUMBER OF STUDENTS SCORING, ACCORDING TO NATIONAL NORM			
						25TH PERCENTILE AND BELOW	26TH TO 50TH PERCENTILE	51ST TO 75TH PERCENTILE	76TH PERCENTILE AND ABOVE
PRE-TEST SCORE RESULTS									
Metropolitan Achievement Reading	Fall 1966	A	62	2.8		18			
POST-TEST SCORE RESULTS									
Metropolitan Achievement Reading	Spring 1967	C	62	3.5		15			

1/ INCLUDE HERE ONLY STUDENTS, WITHIN THE GROUP, WHO CONTINUED THROUGH THE PROJECT AND WERE PRESENT TO TAKE BOTH PRE- AND POST-TESTS. THE NUMBER OF STUDENTS WHO TOOK THE PRE-TEST ON THIS CHART WILL BE THE SAME AS THE NUMBER WHO TOOK THE POST-TEST.

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3. SUBMIT A SEPARATE SHEET FOR EACH GRADE OR GRADE LEVEL.

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67

STUDENTS TAKING BOTH PRE AND POST-TESTS

GRADE FOUR

NAME OF TEST AND EACH SUBSECTION	MONTH & YEAR ADMINISTERED	FORM	NUMBER OF STUDENTS 1/	RAW SCORE MEAN 2/ *	RAW SCORE STD. DEVIATION 2/	NUMBER OF STUDENTS SCORING, ACCORDING TO NATIONAL NORM: 25TH PERCENTILE AND BELOW	26TH TO 50TH PERCENTILE	51ST TO 75TH PERCENTILE	76TH PERCENTILE AND ABOVE
PRE-TEST SCORE RESULTS									
Iowa Tests of Basic Skills (Reading)	Fall 1966	2	183	3.7		96			
POST-TEST SCORE RESULTS									
Iowa Tests of Basic Skills (Reading)	Spring 1967	1	183	4.3		80			

1/ INCLUDE HERE ONLY STUDENTS, WITHIN THE GROUP, WHO CONTINUED THROUGH THE PROJECT AND WERE PRESENT TO TAKE BOTH PRE- AND POST-TESTS. THE NUMBER OF STUDENTS WHO TOOK THE PRE-TEST ON THIS CHART WILL BE THE SAME AS THE NUMBER WHO TOOK THE POST-TEST.

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STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67

STUDENTS TAKING BOTH PRE AND POST-TESTS

GRADE FIVE

NAME OF TEST AND EACH SUBSECTION	MONTH & YEAR ADMINISTERED	FORM	NUMBER OF STUDENTS 1/	MEAN 2/ *	RAW SCORE STD. DEVIATION 2/	NUMBER OF STUDENTS SCORING, ACCORDING TO NATIONAL NORM: 25TH PERCENTILE AND BELOW	26TH TO 50TH PERCENTILE	51ST TO 75TH PERCENTILE	76TH PERCENTILE AND ABOVE
PRE-TEST SCORE RESULTS									
Iowa Tests of Basic Skills (Reading)	Fall 1966	2	163	4.5		87			
POST-TEST SCORE RESULTS									
Iowa Tests of Basic Skills (Reading)	Spring 1967	1	163	4.9		76			

1/ INCLUDE HERE ONLY STUDENTS, WITHIN THE GROUP, WHO CONTINUED THROUGH THE PROJECT AND WERE PRESENT TO TAKE BOTH PRE- AND POST-TESTS. THE NUMBER OF STUDENTS WHO TOOK THE PRE-TEST ON THIS CHART WILL BE THE SAME AS THE NUMBER WHO TOOK THE POST-TEST.

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STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67

STUDENTS TAKING BOTH PRE AND POST-TESTS

GRADE SIX

NAME OF TEST AND EACH SUBSECTION	MONTH & YEAR ADMINISTERED	FORM	NUMBER OF STUDENTS 1/	MEAN 2/ *	RAW SCORE STD. DEVIATION 2/	NUMBER OF STUDENTS SCORING, ACCORDING TO NATIONAL NORM: 25TH PERCENTILE AND BELOW	26TH TO 50TH PERCENTILE	51ST TO 75TH PERCENTILE	76TH PERCENTILE AND ABOVE
PRE-TEST SCORE RESULTS									
Iowa Tests of Basic Skills (Reading)	Fall 1966	2	156	4.9		87			
POST-TEST SCORE RESULTS									
Iowa Tests of Basic Skills (Reading)	Spring 1967	1	156	5.4		76			

1/ INCLUDE HERE ONLY STUDENTS, WITHIN THE GROUP, WHO CONTINUED THROUGH THE PROJECT AND WERE PRESENT TO TAKE BOTH PRE- AND POST-TESTS. THE NUMBER OF STUDENTS WHO TOOK THE PRE-TEST ON THIS CHART WILL BE THE SAME AS THE NUMBER WHO TOOK THE POST-TEST.

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3. SUBMIT A SEPARATE SHEET FOR EACH GRADE OR GRADE LEVEL.

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
STUDENTS TAKING BOTH PRE AND POST-TESTS

GRADE SEVEN

NAME OF TEST AND EACH SUBSECTION	MONTH & YEAR ADMINISTERED	FORM	NUMBER OF STUDENTS 1/	~~RAW SCORE~~ MEAN 2/*	RAW SCORE STD. DEVIATION 2/	NUMBER OF STUDENTS SCORING, ACCORDING TO NATIONAL NORM: 25TH PERCENTILE AND BELOW	26TH TO 50TH PERCENTILE	51ST TO 75TH PERCENTILE	76TH PERCENTILE AND ABOVE
PRE-TEST SCORE RESULTS									
Iowa Tests of Basic Skills (Reading)	Fall 1966	2	71	6.1		29			
POST-TEST SCORE RESULTS									
Iowa Tests of Basic Skills (Reading)	Spring 1967	1	71	6.8		28			

1/ INCLUDE HERE ONLY STUDENTS, WITHIN THE GROUP, WHO CONTINUED THROUGH THE PROJECT AND WERE PRESENT TO TAKE BOTH PRE- AND POST-TESTS. THE NUMBER OF STUDENTS WHO TOOK THE PRE-TEST ON THIS CHART WILL BE THE SAME AS THE NUMBER WHO TOOK THE POST-TEST.

2/ IF NOT RAW SCORE, INDICATE TYPE SCORE REPORTED FOR EACH TEST.

* Grade Equivalent

INSTRUCTIONS

1. REPORT DATA ON ONLY THE MOST WIDELY USED TESTS IN THE STATE. IF POSSIBLE RESTRICT REPORTING TO JUST ONE TEST. (IF A SINGLE TEST WOULD NOT PROVIDE SUFFICIENTLY REPRESENTATIVE DATA, INCLUDE A SECOND, BUT IN NO CASE REPORT ON MORE THAN THREE DIFFERENT TESTS.)
2. LIMIT ALL DATA REPORTED TO THAT ON ACHIEVEMENT BATTERIES. IF THE BATTERY DOES NOT INCLUDE READING SCORES, THEN REPORT READING TEST DATA IF AVAILABLE. DO NOT REPORT DATA FROM ANY TESTS EXCEPT ACHIEVEMENT BATTERY OR READING TESTS.
3. SUBMIT A SEPARATE SHEET FOR EACH GRADE OR GRADE LEVEL.

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67

STUDENTS TAKING BOTH PRE AND POST-TESTS

GRADE EIGHT

NAME OF TEST AND EACH SUBSECTION	MONTH & YEAR ADMINISTERED	FORM	NUMBER OF STUDENTS 1/	RAW SCORE MEAN 2/ *	RAW SCORE STD. DEVIATION 2/	NUMBER OF STUDENTS SCORING, ACCORDING TO NATIONAL NORM: 25TH PERCENTILE AND BELOW	26TH TO 50TH PERCENTILE	51ST TO 75TH PERCENTILE	76TH PERCENTILE AND ABOVE
PRE-TEST SCORE RESULTS									
Iowa Tests of Basic Skills (Reading)	Fall 1966	2	62	7.0		22			
POST-TEST SCORE RESULTS									
Iowa Tests of Basic Skills (Reading)	Spring 1967	1	62	7.8		20			

1/ INCLUDE HERE ONLY STUDENTS, WITHIN THE GROUP, WHO CONTINUED THROUGH THE PROJECT AND WERE PRESENT TO TAKE BOTH PRE- AND POST-TESTS. THE NUMBER OF STUDENTS WHO TOOK THE PRE-TEST ON THIS CHART WILL BE THE SAME AS THE NUMBER WHO TOOK THE POST-TEST.

2/ IF NOT RAW SCORE, INDICATE TYPE SCORE REPORTED FOR EACH TEST.

* Grade Equivalent

LEA's did not report reading scores for grades 9, 10, 11 and 12 separately

INSTRUCTIONS

1. REPORT DATA ON ONLY THE MOST WIDELY USED TESTS IN THE STATE. IF POSSIBLE RESTRICT REPORTING TO JUST ONE TEST. (IF A SINGLE TEST WOULD NOT PROVIDE SUFFICIENTLY REPRESENTATIVE DATA, INCLUDE A SECOND, BUT IN NO CASE REPORT ON MORE THAN THREE DIFFERENT TESTS.)
2. LIMIT ALL DATA REPORTED TO THAT ON ACHIEVEMENT BATTERIES. IF THE BATTERY DOES NOT INCLUDE READING SCORES, THEN REPORT READING TEST DATA IF AVAILABLE. DO NOT REPORT DATA FROM ANY TESTS EXCEPT ACHIEVEMENT BATTERY OR READING TESTS.
3. SUBMIT A SEPARATE SHEET FOR EACH GRADE OR GRADE LEVEL.

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
STUDENTS TAKING BOTH PRE AND POST-TESTS

GRADES NINE, TEN, ELEVEN, TWELVE (Ungraded)

NAME OF TEST AND EACH SUBSECTION	MONTH & YEAR ADMINISTERED	FORM	NUMBER OF STUDENTS 1/	RAW SCORE MEAN 2/*	RAW SCORE STD. DEVIATION 2/	NUMBER OF STUDENTS SCORING, ACCORDING TO NATIONAL NORM: 25TH PERCENTILE AND BELOW	26TH TO 50TH PERCENTILE	51ST TO 75TH PERCENTILE	76TH PERCENTILE AND ABOVE
PRE-TEST SCORE RESULTS									
Diagnostic Reading Test	October 1966	A	51	46.90		23			
POST-TEST SCORE RESULTS									
	MONTH & YEAR ADMINISTERED								
Diagnostic Reading Test	May 1967	B	51	53.48		19			

1/ INCLUDE HERE ONLY STUDENTS, WITHIN THE GROUP, WHO CONTINUED THROUGH THE PROJECT AND WERE PRESENT TO TAKE BOTH PRE- AND POST-TESTS. THE NUMBER OF STUDENTS WHO TOOK THE PRE-TEST ON THIS CHART WILL BE THE SAME AS THE NUMBER WHO TOOK THE POST-TEST.

2/ IF NOT RAW SCORE, INDICATE TYPE SCORE REPORTED FOR EACH TEST.

* Standard - T Score

INSTRUCTIONS

1. REPORT DATA ON ONLY THE MOST WIDELY USED TESTS IN THE STATE. IF POSSIBLE RESTRICT REPORTING TO JUST ONE TEST. (IF A SINGLE TEST WOULD NOT PROVIDE SUFFICIENTLY REPRESENTATIVE DATA, INCLUDE A SECOND, BUT IN NO CASE REPORT ON MORE THAN THREE DIFFERENT TESTS.)
2. LIMIT ALL DATA REPORTED TO THAT ON ACHIEVEMENT BATTERIES. IF THE BATTERY DOES NOT INCLUDE READING SCORES, THEN REPORT READING TEST DATA IF AVAILABLE. DO NOT REPORT DATA FROM ANY TESTS EXCEPT ACHIEVEMENT BATTERY OR READING TESTS.
3. SUBMIT A SEPARATE SHEET FOR EACH GRADE OR GRADE LEVEL.

ATTACHMENT 3

STATE SUMMARY

of

TITLE I, ESEA

for

FISCAL YEAR 1967

Exemplary - Innovative Projects:

1. Developmental Reading - Afton, Wyoming

This was a nine (9) month project with four full-time skilled teachers, offering reading instruction to 112 students in grades 3-9. Purpose of the project was to help children below level reach their age group, and to improve the regular reading instructional program in order to eliminate some reading cases. To achieve this purpose all elementary teachers were involved in the evaluation and follow up of the project. The teachers felt that the most important thing is versatility. The teacher must be aware of the moment when learning ceases and boredom begins. As good as a method is, it loses all value when it becomes monotonous. Variety, with special attention given to the individual as the need arises, seemed to produce the best results at all levels. Staff members have proven that with low achievers, praise (not ridicule), as well as confidence, patience, close attention when necessary, and constant drill, is paramount at all times. One noticeable change was attitude, which in turn improves the child's entire behavior pattern. The least successful methods were the traditional ones of group reading and participation in the same activities.

Objectives

(a) To improve performance as measured by standardized tests
(b) To improve performance in reading beyond usual expectations
(c) To improve verbal functioning of children
(d) To improve child's self image
(e) To improve the child's attitudes toward school and education

Evaluation

Standardized tests with individual progress charts were kept by the remedial reading teacher. Attitude scales on each child obtained through constant observation were disseminated to parents through formal reports and by informal conferences.

2. School Psychological and Remedial Services
Lander, Wyoming

A. Brief Description:

1. A school psychologist along with tools and equipment to aid the educationally deprived child

2. To identify the child to the teacher so she may give him individual attention and better understand the problem

3. To motivate the child to higher goals, and to continue his education to his highest potential

4. To give the child more confidence in himself so that he can succeed in school and in doing the school tasks

5. To inform the parent or guardian of the child's problem and to solicit his help in the guidance of the child

6. To provide a speech pathologist for the children who are having speech difficulties

Project Objectives

1. To provide a staff to meet the needs of the school, and

2. To provide specific services to the educationally deprived children

3. To identify those children in need of special services

4. To provide inservice education and consultation so that the teacher may better learn to cope with the children who have learning problems

5. To see if children who are unable to do grade level work can be slanted into other directions so they may be of value in our economic society

6. To make the parent cognizant of the child's problems, and if necessary, aid the parent

B. Project dates: September 1, 1966 to August 31, 1967

C. Cost of Project: $17,980

D. Cost per Pupil: $9.75

E. Number of Children participating: 1843 children in grades K-9
(No nonpublic school participation)

F. Project Staff: One (1) psychologist with doctorate degree
Three (3) nurses
One (1) speech pathologist
Two (20 teachers of Handicapped
One (1) secretary to keep records

G. Evaluation Techniques:

The proposed procedure and techniques used to evaluate the objectives in this project were as follows:

1. The first specific objective (that of identifying children in need of special help) was acomplished by a thorough testing program consisting of group and individual achievement, ability and interest tests.

   Children who were interviewed and/or tested were categorized into various groups depending on the type of help needed.

   With the records compiled on this project, a statistical survey was conducted annually to see how it compared with the pre-project statistics.

2. The second specific objective was evaluated through records. All inservice training and consultations with the teachers concerning the children were posted.

3. The third specific objective was evaluation through testing procedures. An adequate testing and interview program showed that a child was improving when his attitudes toward school and school work ameliorated. Achievement was measured.

4. A parent survey was instigated to evaluate the fourth and final objective. There was a pre-interview between the psychologist and the parents of the children involved to inform them of the program and the specific part which the child would play in the program. After a pre-determined time established by the psychologist there was a post-interview with the parents to determine whether they believed the program had helped their child, and to determine whether the program fulfilled the child's needs.

   The specific procedures and activities undertaken in connection with this project for the dissemination of information were accomplished by inservice meetings with teachers and administrators. The psychologist identified problems of specific children to teachers so that they would be better qualified to help the problem child. As they occurred, general problems were identified and discussed in these meetings. The psychologist also kept a file on all children participating in this project. With this information he was able to guide the teacher and the parents on an individual basis.

H. Ways this Project was effective:

The effectiveness of the project activities was two-fold. First, the pupil who was capable of doing grade level work, but who, because of an emotional problem or some other reason, was not being motivated, was identified to the teacher.

Secondly, the pupil who was incapable of doing grade level work because of a learning disability, was identified to the teacher. The child was guided toward work which he was capable of accomplishing.

3. Improvement of Individualized Instruction for the Disadvantaged High School Student - Casper, Wyoming

A. Brief Descriptions (Two divisions):

Experimental Materials

One of the recurring comments during the Summer Institute for Teachers of Disadvantaged Youth was the lack of flexibility in the instructional materials used by this type of pupil. Not only must materials be geared to the particular interest and ability levels of the group, but some provision must be made to individualize instruction for specific individuals with a definite problem. A method proposed to meet these needs for flexibility, and at the same time provide an opportunity to experiment with instructional materials in an attempt to determine which are most suitable for classroom use, is to provide certain teachers with a fund, not available in the regular budget, for acquisition of experimental instruction materials.

A substantial number of disadvantaged youth was scheduled into "general classes." Teachers of these classes were allocated $50 to $100 depending upon the number of these classes in their programs. Utilization of these funds by the individual teacher was administered by the department heads.

B. Pilot Classes

At Natrona County High School, Casper, Wyoming, two pilot classes composed of 15 to 20 students were organized, one class each of slow learners and capable achievers who had been enrolled in general classes. Each of these groups moved as a unit through their daily schedule which is composed of 4 classes, PE and a study period. The purpose of the group moving as a unit through the schedule was to allow for flexibility, such as individualized instruction, field trips and cultural experiences.

Eight instructors from the present staff who attended the Summer Institute for Teachers of the Disadvantaged taught the pilot classes. These instructors had two planning periods, one of which was at a given time for all teachers, and the other coincided with the pupils' study period so that they received individual instruction and guidance when necessary.

Funds were allowed for the purchase of equipment, materials and supplies deemed necessary to meet the needs of the pupils. To complete this project additional staff of one and a half teachers was required. It was hoped an extra planning period, limited class number and funds for equipment, materials and supplies would allow these teachers to plan an educational program which fostered individualized instruction, attitude changes and improved educational skills.

C. Project Objectives:

(a) To improve, beyond usual expectations, comprehension and skills in all subject areas.
(b) To change (in a positive direction) the attitudes of pupils toward school and education
(c) To increase their expectations of success in school
(d) To improve the holding power of schools to decrease dropout rate
(e) To create on the part of the classroom teacher an understanding attitude toward, and a concern for, the disadvantaged
(f) To improve the emotional and social stability of the pupils and/or that of their families

D. Project dates: August 31, 1966 to June 3, 1967

E. Cost of Project: $23,009

F. Cost per Pupil: $34.86

G. Number of Pupils participating: 660 public school pupils in grades 9, 10, 11. No nonpublic high school in the district

H. Project Staff:

Position	Number
Secondary teachers	97
Supervision-Administrators	3
Secretary	1
Counselors	9

I. Evaluation Techniques:

Experimental Materials

Approximately 48 teachers taught general glasses which have a high concentration of disadvantaged pupils. Inservice training and department meetings provided these teachers with an opportunity to discuss the effectiveness of their materials. Through a series of evaluative discussions of this type, a group of instructional materials was classified and organized to meet specific learning difficulties.

J. Pilot Classes:

Eight instructors, a guidance counselor and administrators had the prime responsibility for evaluation. Evaluation criteria included observations by the teacher, counselor and administrators, anecdotal records, and a limited number of tests (Iowa Test of Educational Development). The pupils involved have more clearly achieved their potential and have demonstrated attitude changes which reflect a more positive self concept. Materials and experiences of value resulting from this group were gladly shared with others. Courses of study, classroom techniques, administrative techniques and reports have been products of this project. Information derived from this project resulted in an improved educational program for the slow learner and the capable underachiever.

4. Projects Designed for Migrant, Neglected and Delinquent

There were no projects designed by the LEA's specifically for children in these categories. These children were involved directly with Title I children. Information concerning migrant, neglected and delinquent projects is reported on separate evaluation reports.